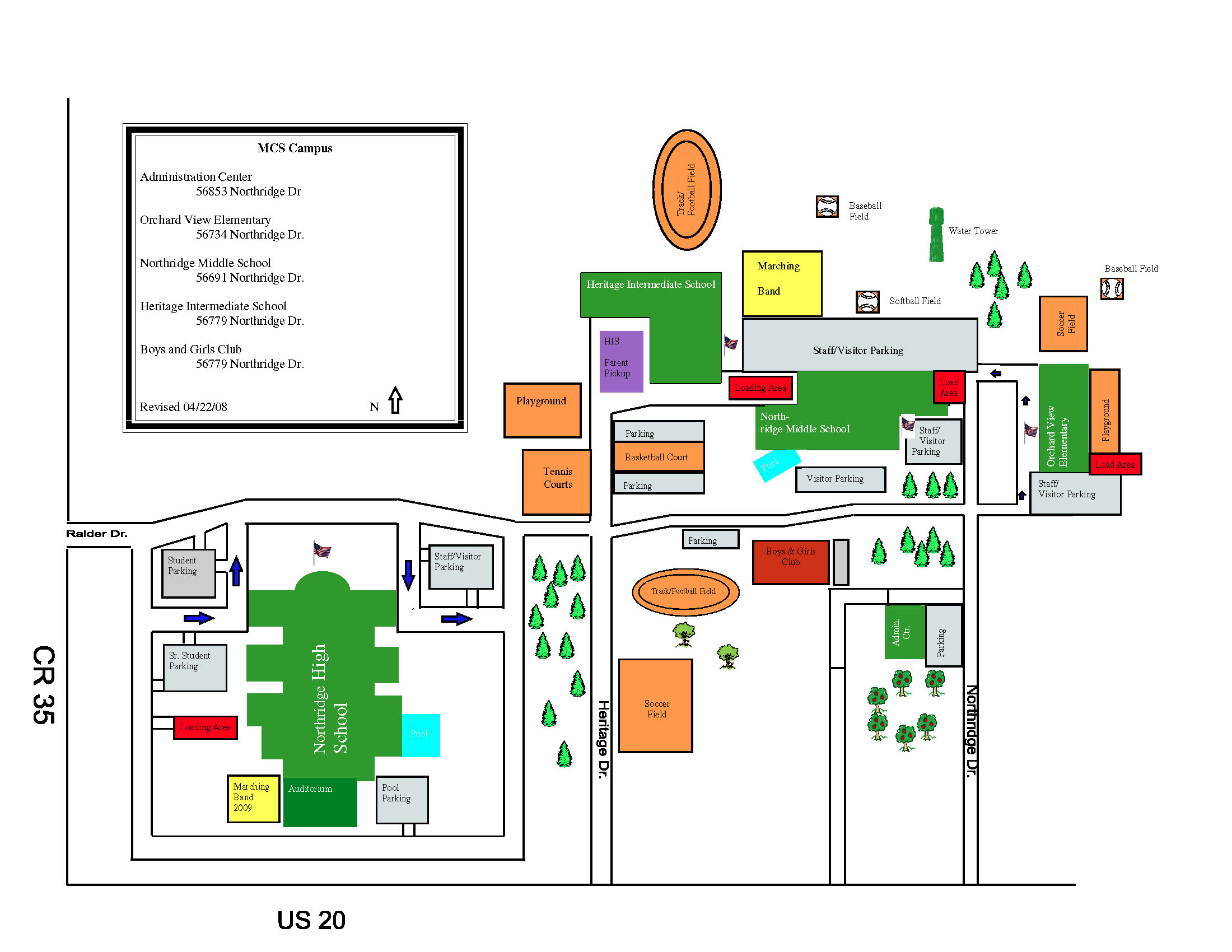
Chad Wadsworth

Primary Source Analysis

November 10, 2015



1. TYPE OF MAP (check one):

\_\_\_\_ Raised relief map  
\_\_\_\_ Topographic map  
\_\_\_\_ Political map  
\_\_\_\_ Contour-line map  
\_\_\_\_ Natural resource map  
\_\_\_\_ Military map  
\_\_\_\_ Bird’s-eye view  
\_\_\_\_ Artifact map  
\_\_\_\_ Satellite photograph/mosaic  
\_\_\_\_ Pictograph  
\_\_\_\_ Weather map  
\_\_X\_\_ Other ( )

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

\_\_\_\_ Compass  
\_\_X\_\_ Handwritten  
\_\_\_\_ Date  
\_\_\_\_ Notations  
\_\_\_\_ Scale  
\_\_\_\_ Name of mapmaker  
\_\_X\_\_ Title  
\_\_X\_\_ Legend (key)  
\_\_\_\_ Other

3. DATE OF MAP: The map is not dated because it is hand drawn.

4. CREATOR OF MAP: There is no name on the map of who created it. This is just a visual for second graders to get an understanding of what a map looks like.

5. WHERE WAS THE MAP PRODUCED? I was able to find the map on google. I was not able to find out where it was produced. I believe it was produced at MCS Campus.

6. MAP INFORMATION  
A. List three things in this map that you think are important:

1. The key on the top of the map  
2. Shows where the map is in relation to important roads in the area.  
3. Everything in the map is labeled.

B. Why do you think this map was drawn?  
I believe this map was drawn to show new students at MCS campus where important building are in the area.

C. What evidence in the map suggests why is was drawn?  
The evidence is that the key has the name of the campus and tells you where key buildings are on campus.

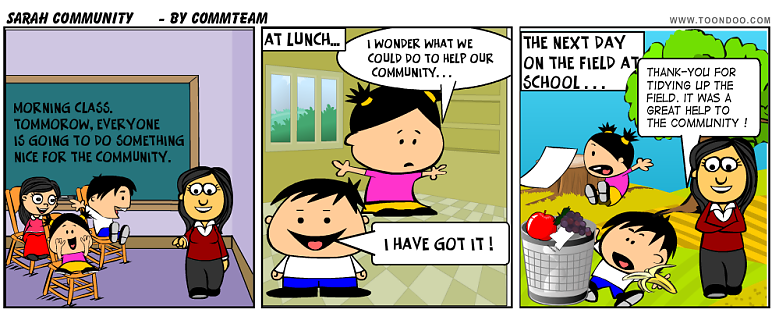
D. What information does the map add to the textbook’s account of this event?

It has nothing to do with the textbook. This shows and outlines the MCS Campus community for new students.

E. Does the information in this map support or contradict information that you have read about this event? Explain.  
The information in the map is not something about a specific event. This is more used for the students to understand the basic concepts of maps.

F. Write a question to the mapmaker that is left unanswered by this map.  
When was this map created? Without a map being dated, we do not know if the map is old or new. Without us knowing this, we would not know if things have changed in the map.

**Cartoon Analysis Worksheet**



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| --- | --- |
| Visuals | Words (not all cartoons include words) |
| **Level One:** 1. List the objects or people you see in the cartoon. | 1. Identify the cartoon caption and/or title. The captions are questions and solutions for making a community a better place. The students in the cartoon decide to clean up the public field in the community.    2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.   1. Do something nice for the community. 2. I wonder what we could do to help our community. 3. Thank you, it was a great help to the community.      1. Record any important dates or numbers that appear in the cartoon. N/A |
| **Level Two:** 2. Which of the objects on your list are symbols?    3. What do you think each symbol means? | 1. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?   I believe the middle picture of the students asking questions about how to help the community. This shows the students using their own inquiry to find ways to help out their community.     1. List adjectives that describe the emotions portrayed in the cartoon.   It shows the students thinking and coming up with ideas. At the end it shows the teacher positive praise for coming up and doing what they wanted to do to help out their community. |
|  |  |

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| --- |
| **Level Three:** A. Describe the action taking place in the cartoon.  The action taking place in the cartoon is the students developing ideas on different ways to help the community. Once the students come up with an idea, the students put their ideas into action.    B. Explain how the words in the cartoon clarify the symbols.  Shows the students developing an idea and going through with that idea.    C. Explain the message of the cartoon.  The message of the cartoon is that everyone in the community has a role to play in making sure the community is safe and fun place to be.    D. What special interest groups would agree/disagree with the cartoon's message? Why?  The main group for the cartoon is for students or young kids in the community. It shows the students in school and then out in the community picking up trash to make it their contribution to the community. |